

MODEL ASSESSMENTS

The following pages include some samples or models of assessments for critical-thinking skills. Each assessment includes background information for the instructor and student instructions or handout materials. Alignments are provided for each to reflect the goals and performance expectations defined in the Show-Me Standards and the National Standards for Family and Consumer Sciences Education.

A scoring guide is provided for each assessment. The scoring guide may be used as is, or each may be modified to include additional criteria. Scoring guides provide students with the criteria and expectations for what they are accountable for knowing and being able to do. Research by Heidi Goodrich (1996), among others, on authentic assessment and self-regulated learning points to the potential for scoring guides and self-assessment to support learning and skill development.

Goodrich cites other reasons for using scoring guides:

- √ They help students and teachers define “quality.”
- √ When students use scoring guides regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the “Am I done yet?” questions.
- √ Scoring guides reduce the time teachers spend grading students’ work and make it easier for teachers to explain to students why they got the grade they did and what they can do to improve.
- √ Parents usually like the scoring guides concept, and they find them useful when helping with homework.

As students become more comfortable in using scoring guides, they will be able to help in creating them. When students can discuss a project or performance and describe the criteria or expectations for good work that is critical thinking in action. Eventually, students will be able to self-manage and self-assess the criteria necessary for good work.

Using Scoring Guides with Performance Assessments

The scoring guides in this section follow one format. Many variations are available. Some sources for references on creating scoring guides are provided in the bibliography. A useful resource for developing scoring guides is *Rubrics: A Handbook for Construction and Use* edited by Taggart, Phifer, Nixon, and Wood. This publication is available for free loan by contacting CATER at 1-800-392-7217 or at <http://www.cater.missouri.edu>. A request form to order materials from CATER is included at the end of Section 3.

It is also helpful if model assignments can be shown that fall into one of three levels. This helps students recognize good work, average work, and acceptable work for the assignment.

Sample Scoring Guide

Lifetime Wellness Research

Criteria	5	3	1	Score
Collection of Health History	<ul style="list-style-type: none"> Includes complete history Turned in by due date 	<ul style="list-style-type: none"> Includes most information with minor pieces missing Turned in by due date 	<ul style="list-style-type: none"> Has some information but lacks much 	$\frac{5 \times 15}{75} =$
Analysis of Hereditary Problems	<ul style="list-style-type: none"> Shows very good use of research in choosing topic 	<ul style="list-style-type: none"> Health history topic is appropriate. 	<ul style="list-style-type: none"> Uses little health history to select topic 	$\frac{3 \times 1}{3} =$
<div>1</div> Ideas	<ul style="list-style-type: none"> The topic is clear; arguments and opinions relate to the topic; good use of detail to support ideas; reader's questions are answered. 	<ul style="list-style-type: none"> The topic is too broad or narrow to be developed; lacks support for ideas; transition from general topic to detail is weak; may stay on track with the topic though lacks focus; all reader's questions are not answered. 	<ul style="list-style-type: none"> Topic is unclear or several topics are addressed; ideas are not fully developed or supported with detail; does not meet length requirements; content is repetitious or rambling; most reader's questions are not addressed. <div>3</div>	$\frac{5 \times 9}{45} =$ Total Score 123/125

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1 This column provides the criteria or parts of the assessment that the student is accountable for including. Some examples of criteria are teamwork, time management, oral presentation, brochure, or report.

2 These three columns define the levels of acceptable work. The mastery level (5) describes the quality of work that is expected - not above expectations. The descriptors for level 5 should include all of the aspects that demonstrate quality work. If the criterion is for a written report, level 5 descriptors should define what the expectations are for this report. The middle level (3) defines a good attempt at demonstrating learning or mastery. The student is on the right track but may need a little more time or experience to improve. The lowest level

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(1) should also describe acceptable work. The student has made an attempt though the attempt fell short or missed its mark. Level 1 should *not* define unacceptable quality. For example, it would be inappropriate to use a Level 1 descriptor such as “failed to turn in report” or “plagiarized material.” These are unacceptable behaviors; a student should not receive any points toward the assessment for failing to turn in anything or plagiarizing material.

- 3** This column evaluates the student’s success. First determine if the criteria should be weighted so that some parts of the assessment are worth more points than other parts. In this example, more points are given for collecting data through the health history report than for analyzing the information. The student must do more work to collect the health history information, and that effort is given more value by weighting this criterion. So Collection of Health History is weighted 15, Analysis of Hereditary Problem is weighted 1, and Ideas is weighted 9. The instructor may decide how much to weight the assessments provided in this handbook. A blank is provided on each scoring guide for the instructor to fill in the weight and total points for each criterion.

The highest score that can be earned on this assessment is 125 points. To calculate the total score for an assessment, multiply the highest level score possible times the weight for that criterion then add all the criteria for that assessment. Therefore, in this example

Scoring Guide			This Student		
Level	Weight	Score	Level	Weight	Score
5	x	15 = 75	5	x	15 = 75
5	x	1 = 5	3	x	1 = 3
5	x	9 = 45	5	x	9 = 45
Total score		125	Total score		123

It is also helpful if model assignments can be shown that fall into one of three levels. This helps students recognize good work, average work, and acceptable work for the assignment.

Food Safety and Sanitation in the Kitchen

Teacher Background Information

Foodborne illness may cause flulike symptoms such as nausea, vomiting, diarrhea, or fever. Sometimes people may not recognize the illness is caused by bacteria or other pathogens on food. Most cases of foodborne illness can be prevented. Proper handling when cooking or processing food destroys the harmful bacteria.

Thousands of types of bacteria are naturally present in our environment. Not all bacteria cause disease in humans. For example, some bacteria are used beneficially in making cheese and yogurt. Bacteria that cause disease are called “pathogens.” When certain pathogens enter the food supply, they can cause foodborne illness.

Bacteria may be present on products when they are purchased. Raw meat, poultry, seafood, and eggs are not sterile. Neither is produce such as lettuce, tomatoes, sprouts, and melons. Foods, including safely cooked, ready-to-eat foods, can become cross-contaminated with bacteria transferred from raw products, meat juices or other contaminated products, or poor personal hygiene. Proper food handling ensures safe and sanitary kitchens.

Food safety and kitchen sanitation topics may include HACCP, food storage, cross-contamination, equipment sterilization, and foodborne illnesses. These topics and others are presented through the Internet addresses below:

Gateway to Government Food Safety Information

<http://www.foodsafety.gov/~fsg/fsghaccp.html>

Iowa State University Food Safety Project

<http://www.extension.iastate.edu/foodsafety/educate.html>

The National Food Safety Database

<http://www.foodsafety.org/index.htm>

Partnership for Food Safety Education

<http://www.fightbac.org/steps/>

USDA Foodborne Illness Education Information Center

<http://www.nal.usda.gov/fnic/foodborne/wais.shtml>

U.S. Dept of Health and Human Services

<http://www.hhs.gov/news/press/2000pres/20000316a.html>

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Higher Order Thinking Skills

Analysis: Select resources for information on food safety and kitchen sanitation issues

Synthesis: Demonstrate time management techniques, prepare and present an oral presentation regarding kitchen sanitation, develop procedures for sanitizing equipment/tools

Evaluation: Recommend safe food handling and kitchen sanitation procedures

Contribution to Mastery

Process Skills

PS/ A-1, PS/ A-2, PS/ A-3

Content Competencies included

Career and Family Leadership L-2, L-5, O-2

Child Care Provider/ Assistant B-1, B-4

Food Science C-1, C-3, C-4, C-5, C-6, C-7, C-8, C-9, C-10

Nutrition and Wellness F-2, F-3

Show-Me Standards included

H/P3; 1.10, 4.7

National Family and Consumer Sciences Education Standards

2.1.3, 5.3.1, 8.2.2, 8.2.5, 8.2.8, 8.3.3, 9.2.2, 9.2.5, 14.4.1, 14.4.2, 14.4.6

Food Safety and Sanitation in the Kitchen

Student Instructions

Scenario

You are an employee of Our Town Health Department. Your job is to inspect family and consumer sciences classrooms for kitchen sanitation and safety compliance. Next week you will be working at your own high school. The family and consumer sciences teacher has asked you to do a sanitation demonstration showing the students how quickly bacteria grow and the true cleanliness of kitchen lab surfaces. You have an entire class period to work with the students. You will need to discuss sanitation habits that students must practice in food labs.

Activity

As you prepare for your presentation, you will (a) make an agenda outlining the full presentation; (b) gather a list of current, reliable resources you can use and/or share with students; (c) prepare a 10-minute oral presentation about food safety or sanitation practices in a kitchen that focuses on one to three of the topics you would discuss in the full class period (kind of a mini-lesson); and (d) prepare a visual aid to support your oral presentation of safe food handling or sanitary kitchen procedures to prevent foodborne illness.

Product/Performance Expectations

Through this assignment you are expected to demonstrate

- ✓ Time management skills in researching and presenting information
- ✓ Understanding reliable sources of information on kitchen sanitation and food safety issues
- ✓ Knowing food safety and kitchen sanitation procedures
- ✓ Positive communication skills through an oral presentation
- ✓ Good use of visual aids to support the oral presentation

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Evaluation Criteria

- Turn in an agenda outlining a presentation for the full class period, identify topics you would discuss during this time frame, and include a bibliography of at least three sources consulted.
- Give a 10-minute oral presentation discussing one to three food safety or sanitation procedures.
- Present one visual aid such as a chart or poster to support oral presentation.

Your grade is based on the criteria listed on the scoring guide. This assignment is worth _____ points.

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Name _____

Scoring Guide

Date _____

Food Safety and Sanitation in the Kitchen

Criteria	5	3	1	Score
Presentation Agenda	<ul style="list-style-type: none"> • Agenda is complete, neat, organized. • Bibliography is included with at least 3 sources. • All references are reliable sources. • Topic is appropriate for food safety or kitchen sanitation. 	<ul style="list-style-type: none"> • Agenda is mostly complete, neat, somewhat organized. • Bibliography is included with at least 3 reliable sources. • Topic is appropriate though may lack some important point. 	<ul style="list-style-type: none"> • Agenda is included though incomplete or disorganized. • Bibliography is included but reliability of 1 or more sources is questioned. • Topic is appropriate though weak in development. 	<p>____ x ____ =</p> <p>_____</p>
Oral Presentation	<ul style="list-style-type: none"> • Outline of presentation followed • Made eye contact • Used voice expressively • Tone adds emphasis. • Clear, concise, rich language • Correct pronunciation 	<ul style="list-style-type: none"> • Used outline for most of presentation • Comfortable eye contact • Appropriate tone • Uses some distracting words or sounds (e.g., "um") • Pronounces words correctly most of the time 	<ul style="list-style-type: none"> • No outline or lacked organization of presentation • Some eye contact made • Excessive use of oral distracters 	<p>____ x ____ =</p> <p>_____</p>
Visual Aid	<ul style="list-style-type: none"> • Neat, attractive, no errors • Supports oral presentation and contributes to understanding • Provides accurate information and sources if needed 	<ul style="list-style-type: none"> • No errors, neat • Provides some support to oral presentation • Conveys accurate information though may lack citation for references 	<ul style="list-style-type: none"> • Weak visual interest • Good visual aid though not linked to oral presentation • Contained an error in factual information. • Sources were cited. 	<p>____ x ____ =</p> <p>_____</p>
Time Management	<ul style="list-style-type: none"> • Used time efficiently to prepare assignments • Set goals and followed a time line to complete each phase of the project 	<ul style="list-style-type: none"> • Attempted to use time efficiently but sometimes lagged behind schedule • Identified goals though did not link goals to time line 	<ul style="list-style-type: none"> • Made limited efforts to use time efficiently • Failed to set a time line for completing project 	<p>____ x ____ =</p> <p>_____</p>

Total Points = _____

Comments:

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Career Portfolio

Teacher Background Information

Students will develop a career portfolio. This is a way to compile student work while in high school. A portfolio serves as a record of achievements and provides documentation or proof.

Students compile or document their work and achievements. Students will investigate working conditions, training and education, job responsibilities, opportunities for advancement, and related jobs as part of a career search. Students will use effective communication techniques for multiple workplace situations. Students will examine ethical and professional issues and responsibilities.

Materials Needed

Each student will need to provide the following:

- Three-ring binder with front pocket
- Ten divider pages

Higher Order Thinking Skills

Analysis: Identify transferable work skills and personal interests, examine ethical and professional issues and responsibilities

Synthesis: Select examples of work to include in the portfolio

Evaluation: Review and judge the quality of their materials

Contribution to Mastery

Process Skills

PS/A-3, PS/B-2, PS/C-1

Content Competencies included

Career and Family Leadership V-2, V-3, W-1, W-2, W-3, X-2

Child Development, Care and Guidance J-1, J-2, J-3, J-6

Child Development, Care and Guidance (Advanced) A-9, A-11

Family/Consumer Resource Management N-1, N-2, N-3, N-6

Family/Individual Health J-1, J-2, J-3, J-6

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Family Living and Parenthood B-1, B-3, C-1, H-1, H-2, H-3, H-6

Housing, Home Furnishings and Equipment G-1, G-2, G-3, G-6

Nutrition and Wellness I-1, I-2, I-3, I-6

Show-Me Standards included

CA1, CA3, CA4, CA6, SC8, MA1

National Family and Consumer Sciences Education Standards

1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.2.8, 2.1.1

Career Portfolio

Student Instructions

Scenario

You are to begin developing a career portfolio. This is a way to compile your work and achievements while in high school. A portfolio serves as a record of what you have achieved. This portfolio will be a personal tool to help you begin to relate and focus your school studies to meet goals after graduation.

Activity

You will need to provide a three-ring binder with a front pocket for a cover sheet. Title the cover sheet "Portfolio" along with your name and school. A three-ring binder will make it easy to add or delete information as you continue through school. In developing the portfolio, you will need at least 10 divider sections. Each section should be updated each year to reflect your current job/career interests and your involvement in classes, work, and activities. All work for this assignment must be completed on a computer.

Ten dividers are required for the following categories:

1. Resume
2. Honors, recognitions, good evaluations
3. Work experience
4. Samples of your work - information reports, newsletters, outlines, graphs, background research, career search
5. Extracurricular activities and volunteer or service activities
6. Reading list - novels, technical material, magazines, or other reading you do
7. Autobiography - Tell about yourself.
8. Improvements, ideas, and action plans
9. Gratitudes or thank-you notes (These can be samples of notes you have written or received.)
10. Career development - Keep information about specific careers that interest you along with personality inventories, interest surveys, and other career-related information.

Portfolio

Susan Smith
My Town
High School

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Product/Performance Expectations

Your career portfolio is a showcase of you, your work, and your goals for the future. You are expected to compile a portfolio that accurately reflects each of these areas. You will turn in your completed portfolio on : _____

Each section must be addressed with complete information presented in a neat, organized manner. You are expected to demonstrate good written communication skills in preparing your portfolio.

Evaluation Criteria

Review the scoring guide for this assignment. Your portfolio will be evaluated based on the following criteria:

- The finished portfolio is turned in on time.
- All sections are included in a neatly organized format.

(*Minimum* acceptable contents - resume, cover letter, examples of good evaluations, descriptions and examples of extracurricular activities, reading list, autobiography of at least 500 words, two gratitudes or thank-you letters, five career exploration worksheets, and one interest inventory or personality profile)
- Good written communications such as spelling, grammar, punctuation, and clarity are used throughout.
- Technology is effectively used to produce the portfolio materials.
- The portfolio accurately and fully represents you and your goals.

Your grade is based on the criteria listed on the scoring guide. This assignment is worth _____ points.

Name _____
Date _____

Scoring Guide

Career Portfolio

Criteria	5	3	1	Score
Time Management	<ul style="list-style-type: none"> • Used time efficiently to prepare assignment • Set goals and followed a time line to complete each phase of the project 	<ul style="list-style-type: none"> • Attempted to use time efficiently but sometimes lagged behind schedule • Identified goals though did not link goals to time line 	<ul style="list-style-type: none"> • Made limited efforts to use time efficiently • Time line was effective for completing project. 	____ x ____ = ____
Portfolio Format & Organization	<ul style="list-style-type: none"> • Format is well organized and appropriate. • Reader can easily locate information. 	<ul style="list-style-type: none"> • Format is well organized though design may not be appropriate for intended use. • Reader can easily locate information. 	<ul style="list-style-type: none"> • Attempts were made to organize format though improvement is needed. • Reader must search to locate information. 	____ x ____ = ____
Written Communication Skills	<ul style="list-style-type: none"> • No spelling, grammar, or punctuation errors • Neat appearance of materials • Information is clear and easy to understand by reader. • Autobiography is a minimum of 500 words, complete, and interesting. 	<ul style="list-style-type: none"> • Fewer than 3 spelling, grammar or punctuation errors • Neat appearance of materials • Most information is easy to understand by reader. • Autobiography is a minimum of 500 words. 	<ul style="list-style-type: none"> • 4 or more spelling, grammar or punctuation errors • Needs improvement in neatness of appearance • Some information is difficult to understand by reader. • Autobiography is less than 500 words or incomplete. 	____ x ____ = ____
Use of Technology	<ul style="list-style-type: none"> • Demonstrated computer skills to prepare portfolio contents • Maintained files to update portfolio as needed 	<ul style="list-style-type: none"> • Demonstrated some computer skills to prepare portfolio contents • Maintained some of the files but unable to modify the portfolio without some effort 	<ul style="list-style-type: none"> • Lacked skill to effectively use a computer to prepare portfolio contents • Maintained some of the files but unable to modify without substantial effort 	____ x ____ = ____
Portfolio Content	<ul style="list-style-type: none"> • Included the minimum content requirements plus additional relevant materials • Included reference letters from 3 sources • Goals are well defined and content of portfolio supports goals. 	<ul style="list-style-type: none"> • Included the minimum content requirements plus additional materials; some may not be relevant • Included at least 2 reference letters • Goals are well defined and content of portfolio supports goals. 	<ul style="list-style-type: none"> • Included the minimum content requirements • Included at least 1 reference letter • Goals are either not clearly defined or content does not support goals. 	____ x ____ = ____

Total Points = _____

Comments:

Safe and Healthy Learning Environments for Children

Teacher Background Information

Research and write a newsletter article informing parents about issues related to child safety.

Topics may include childproofing the home, preventing poisoning, first aid, preventing childhood diseases/illnesses (immunizations), or other topics.

Based on knowledge of child safety, students will write a newsletter article for parents highlighting factual safety factors for providing a healthy, learning environment.

Higher Order Thinking Skills

Analysis: Examine safe procedures and predict questions parents may have

Evaluation: Determine the information that is more valid or appropriate for parents

Synthesis: Combine information collected from various sources into one article

Contribution to Mastery

Process Skills

PS/ A-1, PS/B-2, PS/C-1, PS/C-2, PS/D-3

Content Competencies included

Exploratory C22, C24, D20

Child Development, Care and Guidance D4, F2, F3, G1

Family/Individual Health D3, G1, G2, H1, H2

Family Living and Parenthood B-1, B-3, C-1, H-1, H-2, H-3, H-6

Show-Me Standards included

HP2, HP7, CA1, CA6

National Family and Consumer Sciences Education Standards

4.4.5

Name _____

Scoring Guide

Date _____

Safe and Healthy Learning Environments for Children

Criteria	• 5	• 3	• 1	Score
Article Completed on Time	<ul style="list-style-type: none"> • Turned in on time 	<ul style="list-style-type: none"> • Turned in on time but not complete 	<ul style="list-style-type: none"> • Turned in after deadline 	____ x ____ = _____
Mechanics	<ul style="list-style-type: none"> • No errors in grammar, punctuation, spelling, or usage 	<ul style="list-style-type: none"> • 1-3 errors in grammar, punctuation, spelling, or usage 	<ul style="list-style-type: none"> • More than 3 errors in grammar, punctuation, spelling, or usage 	____ x ____ = _____
Article Quality	<ul style="list-style-type: none"> • Article is focused, clearly states issue, and describes safe procedures. • Information is logically organized and understandable. • Issue is fully addressed and alternatives are provided if appropriate. • Considered at least 3 credible sources 	<ul style="list-style-type: none"> • Clearly states issue though may wander from topic at times • Information lacks flow or organization. • May not fully address all aspects of the issue • Based information on fewer than 3 credible sources 	<ul style="list-style-type: none"> • Difficult to identify issue • Lacked credible sources for information • Skimmed the issue or omitted important facts 	____ x ____ = _____
Article of Value to Parents	<ul style="list-style-type: none"> • Timely, relevant and age appropriate • Addressed parents' concerns 	<ul style="list-style-type: none"> • Lacked relevance to parents' concerns • Issue more appropriate to audience other than parents 	<ul style="list-style-type: none"> • Lacked relevance to child health or safety issue • Inappropriate to age or stage of development 	____ x ____ = _____
Article Contents	<ul style="list-style-type: none"> • Included at least 3 relevant quotes from credible sources • Cited sources correctly • Backed all opinions or ideas with facts 	<ul style="list-style-type: none"> • Included at least 1 relevant quote from credible sources • Cited sources correctly • Some opinions and ideas were backed with facts. 	<ul style="list-style-type: none"> • Lacked relevant quotes • Article based on opinions without support 	____ x ____ = _____

Total Points = _____

Comments:

Lifetime Wellness Plan

Teacher Background Information

Student will identify how inherited traits and the environment affect health and wellness. Students will complete and analyze their health history to identify one health risk factor to research further. As a result of their research, students will then propose lifestyle changes to promote longevity. In addition, students will examine factual information/research and apply it to personal health and life decisions.

Health history forms are available on the Internet at

<http://www.ama-assn.org/insight/gen_hlth/per_hlth/phhmain.htm> or
<<http://www.medhelpnet.com/historyform1.html>>.

Higher Order Thinking Skills

Analysis: Organize and research data, analyze health history

Synthesis: Draw conclusions

Evaluation: Evaluate lifestyle choices, propose lifestyle changes

Contribution to Mastery

Process Skills

PS/B-2, PS/B-3

Content Competencies included

Exploratory (full year): D-1, D-2, D-5, E-6

Career and Family Leadership: L-1, L-6, M-3, M-6

Child Development, Care and Guidance: C-4, C-5, F-1, F-3

Family/Individual Health: B-1, B-3, B-4, B-5, C-3, E-1, E-3, F-1, F-3, H-1, H-2

Nutrition and Wellness: C-5, D-1, D-3, D-4, D-5, D-7, E-6

Show-Me Standards included

H/PE1, H/PE 2

National Family and Consumer Sciences Education Standards

14.2.2, 14.3.2

Lifetime Wellness Plan

Student Instructions

You will collect data about how inherited traits and environment may affect your health and wellness. You will complete and analyze your health history to identify one health risk factor to investigate further and propose lifestyle changes you could make that would serve to promote longevity.

Activity

Interview family members to gather health history data. Fill out a family health history checklist. Analyze information and research family health issues of concern. Choose one health issue relevant to you that may be improved by a lifestyle change. Research your selected conditions and discuss how lifestyle can make a difference according to current research.

Product/Performance Expectations

To effectively research your topic you will demonstrate the following skills:

- ✓ Questioning to identify an appropriate topic and gather data
- ✓ Planning to use time efficiently in gathering data and writing report
- ✓ Gathering useful, relevant, reliable information from credible sources
- ✓ Sorting facts and data to focus on only the relevant information
- ✓ Synthesizing or combining your research into a comprehensive, clear, interesting, and understandable report that includes a plan of action

This assignment requires that you gather data, select a relevant research topic, conduct good research about the topic, and present your findings in a well-written report of 300-500 words that includes specific steps (an action plan) you could reasonably take to promote longevity.

Evaluation Criteria

Review the scoring guide for this assignment. You will need to turn in

- The health history worksheet used to gather information from family members, which is due on _____
- The Lifetime Wellness Plan and Research Form worksheets, which are due on _____
- Written research report, which is due on _____

Your grade is based on the criteria listed on the scoring guide.

This assignment is worth _____ points.

Patient Medical History

Date: ___/___/___ Name: _____

Age: ___ Birth Date: ___/___/___

MEDICAL DISEASES (Please check or circle if you have/had it.):

Diabetes ___ Hypertension ___ Heart condition ___ Stroke ___ Bleeding problems ___
Rheumatoid arthritis ___ Thyroid problems ___ Depression ___ Psychiatric disease ___
Liver disease ___ Kidney disease ___ Seizure disorder ___ Asthma ___
Anesthesia complications ___ Other (describe) _____

Have you ever been hospitalized for nonsurgical reasons? No ___ Yes ___

If yes, please give the dates, locations, and reasons for the hospitalizations:

Please list surgeries you have had and the dates:

Do you: Smoke? Yes ___ No ___ Drink alcohol? Yes ___ No ___

FAMILY HISTORY: Cancer in the family? No ___ Yes ___ If yes, circle the type and specify who has/had it:

Colon _____ Ovary _____ Breast _____ Lung _____
Other _____

Is/was there anyone in your FAMILY with any of the following? (Circle the disease, and write next to it the afflicted person's relationship to you, e.g., mgm for maternal grandmother, etc.)

Diabetes _____ High blood pressure _____ Heart condition _____
Stroke _____ Bleeding problems _____ High cholesterol _____
Rheumatoid arthritis _____ Thyroid problems _____
Liver disease _____ Kidney disease _____
Psychiatric disease/depression _____ Other _____

CURRENT MEDICATIONS PRESCRIBED:

ALLERGIES: 1. _____ 2. _____ 3. _____

Lifetime Wellness Plan

You have just completed a current assessment of your spiritual, emotional, intellectual, social, and physical functioning. It is now time to use the information you have gathered to formulate a wellness plan that demonstrates what you have learned about yourself. While completing this plan it is important to be as specific as possible. The purpose of this activity is to hone in on those areas in your life that are important for change.

1. Based on the assessments I have done, the health issues that I need to be most concerned about are

2. Of those health concerns listed in the first question, the one I most need to act on is

3. Possible actions that I can take to improve my level of wellness are *(Try to be specific.)*

4. Of the items listed in question 3, the one I most need to include in my plan is

5. Factors I need to keep in mind in order to be successful in my action plan are

Research Form

1. Name of disorder

2. Resources used

3. Characteristics of the disorder

4. Chances of developing the disorder (percent)

5. Long-term effects of disorder

6. Prevention/treatment of the disorder

7. Other risk factors

Name _____

Scoring Guide

Date _____

Lifetime Wellness Research

Criteria	5	3	1	Score
Collection of Health History	<ul style="list-style-type: none"> Includes complete history Turned in by due date 	<ul style="list-style-type: none"> Includes most information with minor pieces missing Turned in by due date 	<ul style="list-style-type: none"> Has some information but lacks much 	____ x ____ = _____
Analysis of Hereditary Problem	<ul style="list-style-type: none"> Showed very good use of research in choosing topic 	<ul style="list-style-type: none"> Health history topic was appropriate. 	<ul style="list-style-type: none"> Used little health history to select topic 	____ x ____ = _____
Ideas	<ul style="list-style-type: none"> The topic is clear; arguments and opinions relate to the topic; good use of detail to support ideas; reader's questions are answered. 	<ul style="list-style-type: none"> The topic is too broad or too narrow to be developed; lacks support for ideas; transition from general topic to detail is weak; may stay on track with the topic though lacks focus; all reader's questions are not answered. 	<ul style="list-style-type: none"> Topic is unclear or several topics are addressed; ideas are not fully developed or supported with detail; does not meet length requirements; content is repetitious or rambling; most reader's questions are not addressed. 	____ x ____ = _____
Organization of Research Report	<ul style="list-style-type: none"> The introduction interests the reader; transitions are smooth and relevant; ideas are in sequence; conclusion is clear and concise. 	<ul style="list-style-type: none"> The introduction is clear though not compelling; transitions at times are bumpy or stray from main topic; sequencing shows some logic; conclusion is present though weak. 	<ul style="list-style-type: none"> The introduction is weak or lacking; sequencing of ideas is unclear or random; transitions are not present; conclusion is weak or lacking. 	____ x ____ = _____
Voice of Research Report	<ul style="list-style-type: none"> Tone engages the reader in the topic; shows understanding and respect for intended audience; reader is challenged to consider writer's idea or opinion. 	<ul style="list-style-type: none"> Tone is sincere but does not fully engage the reader; lacks some understanding of the intended audience; writer sparks interest but cannot sustain reader's attention. 	<ul style="list-style-type: none"> Tone seems indifferent to the reader; writing is a monotone or mechanical; writer fails to connect or spark reader's interest; work fails to present a point of view. 	____ x ____ = _____

Sentence Clarity of Research Report	<ul style="list-style-type: none"> • Each sentence relates to the topic and further develops the topic; sentences vary in length and beginnings; good use of transitions to tie sentences together. 	<ul style="list-style-type: none"> • Sentences relate to the topic though the flow may be rough; variety is attempted in length or beginnings; some transitions are used. 	<ul style="list-style-type: none"> • Sentences are poorly constructed or rambling; sentence beginnings are repeated too often; transitions are weak or not used. 	<p>____ x ____ =</p> <p>_____</p>
Appearance of Research Report	<ul style="list-style-type: none"> • Written paper is neat; margins, type size, type font, etc., are readable; good use of white space; easy to find title, subheadings, page numbers, bullets, etc.; charts, illustrations, or graphics, if used, are integrated neatly and clearly. 	<ul style="list-style-type: none"> • Written paper is neat; type size, type font, etc., are readable; white space may be crowded or margins too tight; title, subheadings, page numbers, bullets, etc., may be lacking or inconsistent; charts, illustrations, or graphics, if used, interrupt text. 	<ul style="list-style-type: none"> • Written paper lacks 3 or more of the following: neatness, margins, page numbers, bullets, title or subheadings; too many fonts are used or font size is difficult to read; charts, illustrations, or graphics, if used, are confusing. 	<p>____ x ____ =</p> <p>_____</p>

Total _____

Comments: